

5-6-1971

The Wellesley News (05-06-1971)

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Wellesley News

Vol. LXIV, No. 24

WELLESLEY COLLEGE, WELLESLEY, MASS.

Thursday, May 6, 1971

Union-College Relations Reveal Interesting Trend

Union, College Reach Deadlock As Contract Dispute Continues

By Susan Bausell '73

(Ed. Note: Most of this article is based upon discussions with Mr. Joseph Kiebala, vice president of business affairs for the College, and several faculty members and students who became concerned over the contract dispute during the Strike last spring. The Union has been unable to make any statement clarifying its position due to a "no publicity" clause within the contract.)

For the past year, the Independent Maintenance and Service Employees' Union of Wellesley College has been engaged in a dispute with the College over some of the new provisions in the contract proposed in April of 1970. The Union is presently operating under the terms of the contract which should have terminated last July and will continue to do so until a contract can be

agreed upon.

The main focus of disagreement between College and Union has been the so-called "guaranteed employment" clause in the contract. The College presently guarantees the Union 300 job positions each year. Mr. Kiebala claims, however, that such a guarantee is no longer viable — the College can often operate efficiently with a figure somewhat lower than the guaranteed number.

The elimination of the "guaranteed employment" clause, however, presents a very real threat to the Union. Although the College claims the total number of employees would only drop to about 280 or 290 next year, such an elimination also gives the College the power to lower the number as much as they wish in the future.

Since the Union is totally dependent upon Union dues to pay

the legal fees incurred during negotiations and arbitration, a large decrease in its membership could cripple its finances. At present, the Union is operating on a budget of \$10,000-\$15,000 compared to Wellesley College's multi-million dollar budget.

When it was suggested to Mr. Kiebala that the Union was probably not concerned about those minor deviations from the guaranteed 300 figure desired by the college next year, he merely restated that it should be the "college's prerogative" to decide the number of workers needed on campus. When further asked what the College was giving the Union in return for elimination of this clause and its potential crippling effect on the Union, he gave no clear answer.

The only way in which the Union

—continued on page 5

Disrepair Marks Employee Housing On College Campus

By Paula Fredriksen '73

Lakehouse and Dower House, two employee residences on campus, were surveyed and photographed for the News last week. While the report did not reveal Dickensian dungeons of impoverished decay, the scene was certainly less than cheery.

At Lakehouse, the first floor men's quarters and the third floor women's quarters have not been painted in some five years, and look it. When paint was in evidence, behind the chipping and peeling wall surface, it was of an indeterminate greyish color, perhaps once beige when it had first been applied five years ago. Conditions are certainly liveable; they are hardly pleasant.

The corridor, without windows or

adequate lighting (the hall was so dark the photographer had trouble getting adequate lighting for the shots at 1:30 in the afternoon) is only feebly brightened by the orange striped carpet which covers its entire length.

The common room presents an equally unappealing vista of pale green and beige walls (where the chipping and peeling have not yet taken over), an ancient TV set, two lamps, and old lawn furniture, unmatched and arbitrary, and, while serviceable, hardly attractive.

The second story (women's quarters) demonstrates what the building is capable of looking like with some repairs. The corridor is white, the doors light green; the airless, Thresher-like atmosphere is

—continued on page 5

May Day Tribal Actions Result in Mass Arrests

News Analysis

by Dorie Ellzey '74

transcribed by

Dottie Curran '74

(Ed. Note: News political correspondent Ellzey is in Washington D.C. this week with the Boston women's contingent at the anti-war activities. Her account was compiled before Tuesday's deadline.)

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed." So states the Declaration of Independence.

The March, 1971 Gallup Poll estimates that 72 percent of the U.S. favors Vietnam withdrawal by the

end of this year. Believing that the government no longer is deriving its power to wage the war from the consent of the governed, seven thousand Americans were arrested in the nation's capital Monday, May 3, for demonstrating the belief through civil disobedience.

Irresponsibility

Such illegal acts as attempts to block traffic have received mixed reactions locally. Most local motorists patiently accepted leaflets as they waited for the road to clear on Monday. Others left their cars and tried to remove roadblocks themselves. Police responded in degrees ranging from shoving to gassing to mass arrests. The administration responded to this, the most drastic of organized anti-Vietnam protests, as it had to marches of April 24 and earlier: not at all.

News analysts claim that the irresponsibility of the protest par-

ticipants is alienating the country's less demonstrative anti-war elements. The extremeness of the measures chosen by the participants was not determined arbitrarily, however. The government's unresponsive attitude toward several years of less extreme protests has only incubated frustration and the feeling that more drastic forms of protest are required: irresponsibility has bred irresponsibility. Generally, however, group action has been non-violent and inconveniencing to the government rather than destructive. No person has received physical harm from a protestor.

Irresponsibility

All participants have not been perfectly compliant to the group, certainly. Some have slashed tires of vehicles to prevent them, to prevent government employees and hence the government, from proceeding according to the normal course of daily events.

Irresponsibility is a shared guilt in this protest: using herding techniques police have made many indiscriminate and illegal arrests. Uninvolved pedestrians and medics have been accidentally included; two thousand persons are being detained in JFK stadium without having received legal notice of arrest and without adequate sanitary facilities or food.

Organizing. Polarizing

Each protestor belongs to two subgroups: regional (city) and affinity (friends). Boston's regional group has about 1,000 members; New York's has 3,000. Affinity groups, usually numbering under 20 persons, are friends who have developed a mutual functioning policy regarding demonstrations and arrest. Official estimates of the number of protestors involved here this week average about 12,000; 7,000 of which were arrested today. 15,000 military: National Guard, 82nd Airborne flown

in from Ft. Bragg, N.C., Civil Disturbance units, and city police comprise the official defense.

Mayday tactics rest on a multi-lateral offensive. With the ideal intent of "shutting down the government," that is, preventing it from exercising that power to which the governed have not consented, protestors are distributing leaflets, engaging in unpermitted marches, and physically attempting to prevent government employees from reaching work.

Traffic obstruction is the small-scale task of affinity groups who usually remain at an intersection only a few minutes before being forced by police to move. Construction of roadblocks from trash cans and abandoned cars have worked more effectively than simple bodily obstruction, but evaluatory meetings after Monday's activities condemned "trashing," which also

—continued on page 8

Faculty Refute Trustees' Decision At Special Meeting

By Laurie Goldberger '73

Last Thursday's Academic Council meeting concerned faculty response to the Board of Trustees' action on the section of the Commission Report dealing with granting diplomas to men. Two motions were proposed and passed reflecting the faculty's discontentment with both the decision of the Board and the haste with which this decision was made, particularly the latter.

Miss Dorothy J. Widmayer, associate professor of biological sciences, presented the first such proposal. It stated the following 2 things: "1. That Academic Council respectfully requests that the Board of Trustees refer questions relating to fundamental aspects of educational policy to the Academic Council for formal debate before making its decisions on these matters. 2. The context for this request is our deep concern, regardless of individual positions on the substantive issues, that the

decision not to grant degrees to men was made by the Board of Trustees before such formal debate on the issue took place."

In presenting this proposal Miss Widmayer pointed out that even if there were a press for time that there should be room for formal debate such as would be provided by an Academic Council discussion. She also stated that Academic Council should take responsibility to convene itself when they desired to discuss such issues. President Ruth M. Adams said that despite Council's displeasure, the Board of Trustees had acted within the identification of its own responsibilities in taking such an action.

Further Reaction

There was criticism, first expressed by Mrs. Kathryn Preyer, associate professor of history, of the Board's efforts to talk with the faculty while deliberating on this issue. Mr. David Ferry, professor of English, pointed out that even had these informal meetings been better

planned, they would have been no substitute for the formal debate which should have gone on in Academic Council. The motion was carried by a vote of 85-7 with 8 abstentions.

Mr. Paul Cohen, associate professor of history, then presented a second proposal. It is as follows, "We believe that immediate steps should be taken for the College to acquire the legal capacity to grant degrees to men. We, therefore, request the Board of Trustees to reconsider its stand on this issue." In speaking about his proposal, Mr. Cohen emphasized that although he was for total coeducation, he saw the Commission Report as a good compromise and that he saw the Board's decision an extreme. He warned that overwhelming apathy might come back to the Wellesley campus while commenting, "Wellesley is not the kind of place that'll go up in flames."

Debate

Mr. Arthur Gold, assistant

professor of English, argued that many people would not have been as upset about the decision had their arguments against such a decision been satisfactorily refuted. Mr. Richard Clemence, professor of economics, defended the Board's decision by stating that were Wellesley to go co-ed it would become an "inferior copy" of other coeducational schools and that there would be nothing in particular to attract good students to Wellesley.

This decision will not be free of legal considerations in either case. Mr. Alan Schechter, associate professor of political science, explained pending legislation in both the state of Massachusetts and the Federal Congress which might require Wellesley to accept men. The legislature in the state of Massachusetts is now considering a bill, which, if the Board were to vote to allow diplomas to men, would require no discrimination in acceptances and thus effect a 50-50 ratio of men to women. The federal

government is considering a bill which would in fact make it illegal for any institution run by or with the help of federal funds to practice sex discrimination. So even though Wellesley would not have voted to award degrees to men, they would be required to do so by law.

Women's Institution

Much of the discussion centered around the concept of Wellesley's being an institution specifically for the education of women. Mrs. Mary Lefkowitz, professor of Greek and Latin, questioned the extent to which faculty and students were ashamed to say they were associated with an institution solely for women, women being the inferior sex. She expressed her own pride but also pointed out that if such an attitude were held the question of coeducation could not be dealt with objectively.

Mrs. Marion Just, assistant professor of political science,

—continued on page 11

Edit

End of the year, knowledge-cramming time, what have we done? what have we to do? The credit-non credit question is up for consideration by Academic Council this afternoon; and coeducation has settled into a restless sleep.

Next fall we will return to a Wellesley that is to all appearances unchanged from this past fall. However, it is too easy to write this stasis off as apathy. This has not been so much a lethargic year as it has been one of drawn-out consideration on what to do next.

The adoption of credit-non credit, however, remains the one action which can cause a progressive change in Wellesley next year. *News* has previously stated its reasons for supporting this system. In summary we feel the need to standardize the grading system, as well as the need to do away with useless punitive marks. These are two measures we believe can only be viewed as an upgrading of Wellesley's academic standards.

Failure to adopt the credit-non credit system would be a step away from increased academic freedom — freedom which is intrinsically related to the excellence Wellesley is always striving to attain.

In contrast to this impending action is the sort of pondering ad infinitum which seems to have characterized the coeducation issue this year. The indictment of this "over-thought" was most poignantly expressed by a student in Academic Council last week. She felt that Wellesley will not harm itself by declaring a commitment to women, or by crossing over to a commitment to men. What is wounding Wellesley immeasurably is the current oscillation between extremes. More explicitly, it almost does not matter which side we adopt as long as we adopt one in a strong way.

A member of Council also brought up the fact that we are not wholeheartedly committed to women. Instead we seem to be educating women in an institution modeled

after a men's school. If the structure of the institution is denying the uniqueness of women, just what is it that is impeding the way of coeducation?

We must remember, however, that is we do choose to remain a single sex institution, it will be insufficient to remain satisfied with Wellesley as it is now. Instead, if we are to truly ratify the uniqueness of women we must continually revitalize our initial commitment to women.

It is admirable in all areas to attempt to formulate the perfect plan, but while this formulation is underway, *News* hopes a lot of "perfect" students do not look elsewhere for their education. In large part, this has been a year of careful consideration. *News* doubts that we can afford another such "thought-provoking" year. We hope instead that this year will have paved the way for a coming year of action, a year that will make Wellesley the dynamic institution it deserves to be.

No Exit

After watching the news reports on the Mayday Tribe actions in Washington D.C. *News* feels that perhaps we were a bit premature in worrying about a hedonistic element in the peace movement. The presence of 12 to 15,000 protestors aware that they might be arrested is evidence of the seriousness with which the Mayday peace action was approached.

Seriousness is also quite evident in the terminology used on both sides. Rennie Davis speaking of a failure to out-manuever the federal forces and Attorney John Mitchell declaring a total victory for the government suggest attitudes not only serious but dangerous. Both used war terminology and supporting ground action reflects that this is indeed how both sides look at the issue.

News questions whether this is really what dissenters want. Do we need to declare war on the administration? or vice versa? Judging from results of Monday's action in Washington and from what has happened in similar situations in the past, it looks like such a war would be one-sided at best. The administration need not fear action from any group which can be legally repressed. It seems that a more effective method of confrontation must be found; one which can not be stopped by mass-arrest tactics.

There is one way open to students and other citizens who are genuinely concerned about our involvement in Indochina. With passage of the 18 year old vote, the Supreme Court has made available the only legal way to put fear into the administration (and it seems that fear is the only way the administration is motivated to action). *News* therefore calls for mass registration to

vote. Even if we students cannot vote until 1972, there are enough of us to make a substantial difference. If sufficient numbers began to register from an age group traditionally against the war, demonstrating determination to vote the administration out, the party in power might begin to see that the changing nature of their constituency calls for a change in policy.

This means that it is the responsibility of every person who feels concern over United States actions in Indochina to register to vote. Then once registered, each person has a moral responsibility to vote to change the forces in power. It is not enough to link arms and obstruct traffic. It is more important to make sure that all those demonstrating have fulfilled their part in the electoral system. If this requires a massive organization drive to get students interested in registering and voting, then *News* calls for such drive. If a takeover of grass-roots politics by peace-minded voters (i.e. students) is necessary, then *News* calls for such a takeover. As long as the administration can shrug us off as a non-powerful segment of the voting public, they don't have to listen to us. If it takes a vote to make Nixon listen, then vote.

(Ed. note: One dissenting member of the senior editorial staff questions whether a violent government can be changed by any other than violent tactics. The editorial expresses a basic hope in the present political/economic structure and the power of the people to vote a change which the dissenting editor does not share.)

Questionnaire Quandary

On a graded scale, *News* rates E (for conditional failure) the questionnaire for student evaluation of teacher effectiveness recently passed by Academic Council. The questionnaire is composed of ten perfunctory questions, to which the student is asked to circle her indiscriminate choice. One problem posed by the questionnaire lies in the nature of the questions asked, which measure only the current effect the teacher has had on the student. The student is given no chance on the sheet to justify or qualify her answers, or to indicate whether any lack of impact or negative reaction was the result of the professor's teaching, the student's learning, or the course itself.

Question 3, for example, asks "how has the instructor's sense of responsibility toward students and their work effected your learning?" Possible responses are: "a) helped a great deal, b) helped, c) no impact, d) hindered, e) hindered a great deal." Interpretations of this question are numerous. If the student replies that the instructor's sense of responsibility has had no impact on her learning, can it be inferred that the professor has no sense of responsibility? Or does such a response indicate that the student has not intellectually reacted to this particular teacher?

The ambiguous wording of this questionnaire presents a great problem in responding to and interpreting it. Where does one draw the dividing line between "very clearly," and "clearly enough" when discerning whether the instructor presented ideas clearly? "Enough" for Whom? for what? and—though the evaluation sheet seems to ignore causal relationships — why not? Does the professor stutter unbearably? Are there no ideas to be presented? Or are there ideas but no presentation?

Question 10 asks the student to indicate her attendance mean. The purpose of this question is nebulous: is it to provide the instructor with a percentage of students who appeared faithfully, or to validate the questionnaire (since it would be impossible

to judge an instructor's overall effectiveness if the student had appeared in class twice), or is it intended to calculate the "appeal" of the professor? In any case, the student should be entitled to give an explanation — be it dissatisfaction with the course and/or professor, the scheduling of the class, or total disinterest.

The terms used in the evaluation questionnaire lack any sort of concrete definition. It cannot be assumed that all students attach the same meaning to "outstanding," "inadequate," "very good." On what objective criteria are such responses to be rated?

The main purpose of this evaluation seems to lie in tabulating the answers, in gaining a general idea of the effectiveness of Professor X in the second term of '70-'71. No question explores the student's opinion of how the instructor views the students, how valuable the instruction will prove in the long run, or if the faults lie primarily with the instructor, the student, or the subject.

News is strongly in favor of student evaluation of faculty, but sees the purpose of such questionnaire as instructive to the professor as well as indicative of his general "effectiveness." We do not see why comments to the questionnaire must be signed, as criticism can be valid and constructive without a signature.

As a 100 per cent response is inherently necessary to fully evaluate an instructor or a course, we support the motion that a system be devised so that a student cannot hand in final work until she has completed the evaluation sheet. We are, however, dismayed at the questionnaire which has been devised and can only hope that the ad hoc committee on faculty evaluation by students will weigh all aspects of this questionnaire. We urge students to take the time to attach a sheet of comments (signed, if such is a criterion for validation) to their answers to compensate for the faults in this evaluation questionnaire and to register their suggestions for a more appropriate and definitive form for the evaluation of the faculty by students.

feedback

Tabula

To the editor:

It is right that *News* should call for open discussion of co-education at this time when actual decisions are being made. I question, though, how open a discussion the editors of *News* encourage by assuming that campus opinion overwhelmingly supports their editorial position. I myself hold serious reservations, and I believe that I am joined in my opinion by a great many others.

During the first term I conducted a survey of campus attitudes toward co-education (for Soc. 250, Research Methods). Co-education was defined as the granting of Wellesley degrees to men. My intent was not to compile yes/no answers to a black/white question. Rather, I was interested in exploring more deeply the assumptions and attitudes which underly a student's position on the issue. My data indicates what I consider to be two important observations:

1) The depth of opposition to co-education, and of both sincere reservation and mere uncertainty, has yet to be charted by the various questionnaires which have dealt with the issue. Of a sample of about 22 randomly selected students (representing a response rate of about 70 percent), approximately 1/3 strongly favor co-education, 1/3 indicate uncertainty of mild favor, and 1/3 strongly oppose, or favor restriction of co-education to a cross-registration program of limited numbers.

2) (In my own opinion) the pattern of response indicates that those falling in the last two groups have to a greater degree attempted to explore the question in their mind. Without attempting to review the arguments pro and con, I would like to note that pro arguments tended to be quite stereotyped, based on an idealized vision of co-education, while con arguments tended to be more individual, more carefully considered, and much more concisely stated.

Dr. Proger's argument favoring co-education (*News*, April 29) appealed to me as the best yet presented by *News*. How, though, do we assure that Wellesley would indeed maintain a 'special (rather than 'sole') commitment to the education of woman? Would not an exchange program with a number of institutions safeguard such a 'special commitment' more fully than open admission? In response to those who feel that Wellesley could indeed retain such a commitment and at the same time open admissions to a limited number of men, I must say that I fear that the pressure of events would lead eventually to a fully open admissions policy. Equal opportunities for women do not exist in the 'larger society,' and I would not be the first to suggest that a co-educational Wellesley would be a male-dominated Wellesley.

I have withheld my opinion, and my small study, until now in the belief that the student body is tired of questionnaires and percentages. I

do ask, however, that such agents of communication like *News* not make the assumption of unanimous agreement on this exceedingly important issue. Let a climate of free discussion prevail in which the student who perceives herself to be in the minority is not intimidated into withholding her voice.

Sheila Ann Kishler Bennet '72

Rasa

To the editor:

We have been told repeatedly that the future of the college rests in our determination to express our views. *News* attributes part of the decision against co-education to be due to students' "failure to confront the Board of Trustees." I must disagree with this view. Many of us did discuss the issue with the Trustees and we feel that our opinions encouraged the decision in favor of a quality education for women.

News continues, almost ad nauseum, to refuse to be "coerced" and to contend that "no decision is irreversible." Yet they fail to realize that what they are advocating is, by its very nature, irreversible. For all practical purposes, once a college goes co-ed, it cannot reverse the action.

Wellesley is in a unique position to substantially aid the progress of women: more than 50 per cent of the faculty is female, a large percentage of the administration is female, students run organizations and activities, and women are in major positions of decision-making power. I find this desirable and worthy of continuation. Wellesley is serving a definite need. As long as there are women who want this quality education and necessary training and who can benefit from it, Wellesley must make it available as only a women's college can.

Andrea Kramer '73

CONCERT AT MIT

The Mozart Mass in C Minor, K. 427, will be performed by the M.I.T. Glee Club, Klaus Liepmann, director, and the Wellesley College Choir, William Hermann, director, in Kresge Auditorium at MIT at 3 p.m. on Sun., May 9, 1971.

Performing with the two choruses will be Jane Bryden, soprano; D'Anna Fortunato, mezzo-soprano; David Dusing, tenor; Daniel Erton, bass, and members of the M.I.T. Symphony Orchestra. Professor Liepmann will conduct.

The C Minor Mass, considered Mozart's greatest church composition, was never completed, and until recently it was patched up in performance with movements from other masses. The M.I.T. performance will follow Mozart's original text. Mozart's biographer Alfred Einstein has commented: "It has rightly been said that this torso is the only work that stands between the B minor Mass of Bach and the D major Mass of Beethoven . . . Mozart sums up his century and transfigures its musical language."

The concert, sponsored by the music section of the department of humanities at M.I.T., is open to the public, and admission is free.

WELLESLEY NEWS

Second class postage paid at Boston, Mass., under the act of March 8, 1897. Owned, operated, and published weekly on Thursday, September through May inclusive except during Christmas and spring vacation, during examination periods by the Wellesley College News, offices in Billings Hall, Wellesley College, Wellesley, Mass. 02181. Telephone 235-0320, extension 270. Circulation 2500 to students (included in tuition) and to faculty.

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The Warehouse Catalyses Communities' Actions

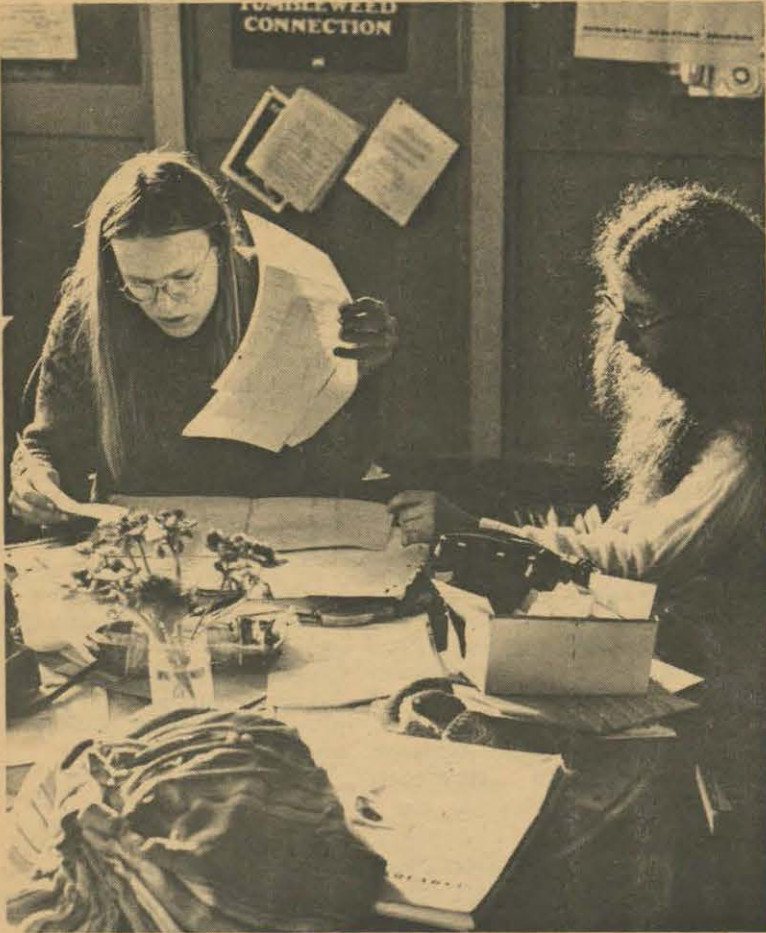


photo by Christopher W. Morrow
Linda Emde, coordinator of tutoring, and Arlene Fingeret, assistant coordinator, are shown at work in the Educational Warehouse.

By Paula Pavey '73

The brochure advertised it as "an audio-visual bombardment of kids, colors, donated furniture, and dungarees, ringing phones, first names, and earth-colored coffee mugs." Minus the kids, that's pretty much what I found when I walked into the Educational Warehouse in Cambridge last Tuesday morning.

The Warehouse serves basically the Cambridge (North, East, and Central Cambridge) area. Their "target population" amounts to 63 per cent of the permanent residents; in other words, those people in the North Cambridge-Central Square area "whose educational opportunities are limited because of income, race, or academic preparation."

Beginnings

It began as one of 84 Federally-funded Talent Search programs under the direction of Nancy Gray. But the Cambridge Talent Search, as Outreach Coordinator Peter Sturges explained, soon developed into a pilot project for its predecessors with innovations such as the English as a Second Language (ESL) program, Neighborhood Outreach and Development, and a Job Opportunities program in addition to its regular function of educational counselling.

Outer Focus

Nancy Gray, the founder of the Cambridge Program, explained that the Warehouse has simply taken these functions over until they can convince the organizations that should be supervising them to supervise them. As she said, "We're pretty much catalytic... we don't intend to be around for very long... you might say we're in business to work ourselves out of business."

She explained further that one of their major tasks is to encourage the organizations which should be serving the area to make more effective use of their staffs. Peter added, "We've found that some of the needs which come up in counselling have to be filled outside of the counselling program. Besides, this gives us a way of getting out into the community."

Nancy began the program two years ago after a student-based organization established to serve the educational needs of the Cambridge community failed to operate effectively. After restructuring their

program and rewriting the funding proposal, she sent it off to the Capital and got the program funded as the Cambridge Talent Search.

Inner Circle

By September of 1969 Nancy had a staff and she had the present office space, which at the time was a big empty loft, left unused for several years. They had also recruited 300 or 400 students from Cambridge area schools. MIT gave most of the non-Federal funds which the program received, including not only financial resources but also building materials.

Harvard University, according to Nancy, "generously sent down a carpenter with some tools to show us how to build a wall. That was the last we heard from them." Many college students from the Boston area have continued to work on the program for independent study projects.

Staff Members

The permanent staff includes in addition to Nancy and Peter, counselors Gene Brown, Elizabeth Dickey, and Debbie Scull, who also runs the Research and Opportunity Development program; ESL director Dick House; Jim Warburg, the Job Opportunities director; Linda Emde, who runs the tutoring program; Bruce White, who organizes community development programs; and "Bud" Williams, who serves as office manager and secretary. The staff also includes four part-time assistants, and during the summer some of the program participants (people from the "target population") are hired, budget permitting, to help with special projects.

Excellence

Staff backgrounds are widely varied, but one thing all of the staff members over 25 have in common is their experiences with social services agencies they disliked. As Nancy put it, "most of us were pretty burned by that." Most of the staff has had experience in the Job Corps or Neighborhood Youth programs. She continued, "I'm probably the only one here who's doing what I was trained for." (She has an M.A. degree in urbanology.)

Backgrounds of the other staff members range from a high school dropout to people doing masters and doctoral thesis work in everything from fine arts to Russian to politics. What they all have in common is

"some kind of commitment to Cambridge education."

The Warehouse staff has gained a state-wide reputation for excellence. Jim, a two-time college dropout, is, in Nancy's opinion, "one of the best counselors I've known." Many of their guidance counselors' recommendations are accepted over those of school counselors, and they have received several calls for difficult job placements from Boston agencies.

Coordination

Peter went into detail about the various programs involved in the Educational Warehouse. Their programs have both "support" and "outreach" functions. Peter stressed the interdependence between programs. As an example, he noted school drop-outs who have come in for tutoring and have decided to go back to school or enter trade school, as well as those people who come into contact with the Warehouse via their job program and end up in counselling. (The Warehouse does not undertake intensive psychological counselling, but they can refer people to professional doctors if it is deemed necessary.)

He also said that many of the people who have benefitted from the program have in turn benefitted it. For example, one of the volunteers who started to architectural school became so involved in the program that he decided to become a city planner. In addition, several of the former Warehouse volunteers who had been teaching in private schools decided instead to work in the city's public school system instead.

Diversity

Most of the Warehouse staff consists of volunteers who work outside of the Warehouse itself. The four major programs which use volunteers are the tutoring program, the ESL program, the Neighborhood Outreach program, and the Research and Opportunity Development program. Volunteers are needed in all of these areas, and opportunities to help, even without specific skills, are almost unlimited.

The ESL program involves tutoring, usually on a one-to-one basis. The "first" language of most participants is Spanish, but there are also students being tutored in Japanese and other languages. According to Peter, the volunteer teaching the English does not need a command of the pupil's native language, but it can be very helpful.

The more generalized tutoring program is used by community people who are working for high school equivalency diplomas as well as high school, and occasionally junior high students. Subjects most in demand are English, math, and social studies, but knowledge of other disciplines may also be called for at times.

Freedom

The Neighborhood Outreach program places volunteers in the city infirmary, teen centers, and several other similar areas. However, there is room in the area for "almost anything anybody wants to do," according to Peter, ranging from teaching arts, crafts, and skills like pottery-making to organizing museums, etc. Peter added that "if there's no request for something a volunteer wants to do, we can usually find somebody who wants to do it."

Outreach is the largest division of the program, encompassing also community development. Bruce, who is a city planner, works in community education, teaching people how to use laws and government funds to their best advantage.

Innovation

Debbie Scull works with five volunteers in the Research and Opportunity Development program. Most of their work consists of writing to colleges, visiting colleges, and contacting groups interested in



photo by Christopher W. Morrow
A young girl decorates Easter eggs at Cambridge's Educational Warehouse.

funding a student's education. According to Peter, they "set up many personal contacts" and find programs for many of their "clients" who are termed "educational risks." They also deal with training, social service, community data, and college financial aid programs.

The Warehouse is planning some changes now in facilities, so that the counselors' time can be used more effectively. They are in the process of forming a research complex room, where all the job files and college catalogues will be located. Also located in the Warehouse are the Drug Hot-Line (although it is not connected with the program) and the School Crisis Headquarters. A full-time volunteer mans this office, arranging meetings between parents and school administrators and giving out information to students about

their legal rights. Nancy termed it a "coordinating office."

HELP!

One of the major problems of the program has been a lack of funds. Bruce and Peter are now working in this area; Peter is calling on individuals in the Cambridge area to contribute money or to form fundraising committees while Bruce contacts businesses, foundations, and national grant programs.

But their major need for the summer (and for the continuing operation of the program) is volunteers. Any interested people who are going to be around the Boston area this summer should either call the Warehouse at 868-3560 for more information or stop by 698 Mass. Ave. (third floor) to look around any weekday from 10:00 a.m. to 6:00 p.m.

Music Hall Sounds with Poco 'Deliverin' their New Album

By Anne Christopulos '73

It has often been said that Poco is a group you have to hear in concert to fully appreciate. The near-sellout crowd at the Music Hall Sunday night very obviously appreciated Poco and showed its approval with an overwhelming response. Audience reactions took the form of nodding heads, tapping toes, clapping hands, and smiling faces that Poco music inspires.

The emergence of Poco in the rock scene marks still another success for Buffalo Springfield alumni. Like Crosby, Stills, Nash, and Young, Poco reflects some of the old Springfield style, especially the superb use of harmony, while establishing its own brand of country rock. One of Poco's best offerings was, in fact, "Kind Woman," which Richie Furay wrote and performed with the Springfield.

High Score

Poco did most of their *Deliverin'* album, half of which, incidentally, was recorded at the Music Hall when they played second billing to the Moody Blues. Also included were a couple of cuts from their new album to be released in July. For an encore, they did the current AM hit, "C'mon," which possibly accounted for the large high school following at the concert.

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Sedgwick Relates Shakespeare To Her Pupils

By Christy Brooks '74

"Tis not alone my inky coat, good mother,
Nor customary suits of solemn black,
Nor windy suspirations of forced breath,
No, nor the fruitful river in the eye,
Nor the dejected havior of the visage,
Together with all forms, moods, shapes of grief,
That can denote me truly. These indeed seem,
For they are actions that a man might play.
But I have that within which passes show."

Hamlet, Act I, Scene II

Shakespeare's Hamlet cloaks real emotion with devices; Mrs. Sarah Sedgwick's Hamlets use their real emotion to create those devices. Who is Mrs. Sedgwick to be at such seeming odds with the Master?

A teacher of drama and Shakespeare for 26 years at Milton Academy, Mrs. Sedgwick does not challenge Shakespeare. She hopes to complement him by teaching

students to appreciate, and perform his works at an early age. She suggests that the best way is to answer the plea "Relate it to me!" and to "approach it through what is natural to children... motion, movement... what comes out of you."

Teaching How to Teach

Mrs. Sedgwick reversed roles Wed., April 28, as she taught Wellesley's adult students, many from Miss Breasted's English classes, how to teach Shakespeare to children. Dashing into the MIT lounge, excitedly recognizing former students in the crowd of 40, sweeping her maxi cape as she sank into a sofa, Mrs. Sedgwick started an informal discussion of the "technique" that made her one of the most dynamic junior and senior high school drama teachers in the area.

When teaching Shakespeare's language to children (age 12-17) "you can rub their noses in it, but you won't get too far," Mrs. Sedgwick says. She prefers using role-playing exercises — first a pantomime, then a skit in the student's own colloquial language, and finally a skit in the

"foreign" language pattern.

Understanding Old Age

If students simply learn lines, "it doesn't happen at all," Mrs. Sedgwick says about grasping an initial working understanding of Shakespeare. She prefers comparing scenes or characters to something students know.

As an example, Mrs. Sedgwick had her ninth grade students "on the floor... each one alone" acting out various ages from nine months to 84 years old, letting them feel different ages of Shakespeare's characters. She explained to Wellesley girls, as she had to her students, how to watch an old person move, one not unconsciously hindered by arthritis or rheumatism, but consciously fighting against physical restraints that he does not want. "The children have to stop learning to play old age, and instead learn to play against old age," as real people do, Mrs. Sedgwick says.

Authentic Language Used

However, once children use the authentic language, "they are willing to let themselves go" and handle the patterns "wonderfully." Mrs.

Sedgwick remembered one class of 12-year-olds that independently created a play from a Jane Austen novel, manipulating the book's language as well as their own.

A half-hearted attempt to understand Shakespeare offends Mrs. Sedgwick. There is no sense asking students to read his plays if they are too complex; rather, the teacher should condense them to simple forms that express the story and style at a comprehensible level.

Over-preparation?

In the same vein, Mrs. Sedgwick says, "I think you people come to college over-prepared." Explaining that she sees students studying too broad and various programs in high school, she proposes a system of studying several in-depth projects in secondary school, expanding later in college. Her dream: "Let a high school class take one play — say *Richard III* — and go into the history of that period, the astronomy... a complete analysis of the time."

More than any decided technique, Mrs. Sedgwick's apparently

greatest asset as a teacher is her personality. Still excited about teaching Shakespeare after 26 years and wanting to bring him to a personal level for young students, it's easy to see what one of her fellow teachers means by saying that Mrs. Sedgwick gives the greatest impetus to beginning Shakespeare students.

Miss Breasted added that a novice teacher often feels weak when deciding which right or wrong approach to use. An effective teacher like Mrs. Sedgwick expresses a confidence that is essential.

Confidence is the word for Mrs. Sedgwick, but enthusiasm expresses her attitude as well. "You know, I never graduated from college," she said. "I started at Radcliffe, but I left to get married. I remember going to the dean and telling her I was leaving. She said, 'You'll always regret this.' I never regretted it." Energetic and enthused, she is eager to leave the girl's academy soon and move into coed work, possibly "in a sanatorium."

Women's Lib Rocks Wellesley

By Marilyn April Dorn '74

Women's liberation is not a new issue. This is the theme expressed by the current display at the Wellesley College Library. The exhibition, entitled "Women's Liberation at Wellesley from 1875-1920" was arranged by Elizabeth Vodola '71. The exhibit consists of

photographs, letters, and news articles, mostly from the Rare Book Room, dating from the 1870's. The oldest document displayed is an essay by E.H. Haywood, published in 1870, entitled *Uncivil Liberty: An Essay to show the Injustice and Impolicy of Ruling Woman Without Her Consent*.

Early Feminists

Several Wellesley faculty and alumnae were active in early women's movements. Professors Vida D. Scudder and Katherine L. Bates are mentioned quite often in periodicals for the 1880's and '90's. Gail Laughlin '94 was the first woman member of the Maine House of Representatives. Emily Greene Balli, professor of economics and sociology was Wellesley's most famous pacifist, winning the Nobel Peace Prize in 1946.

Wellesley students and faculty were involved in many social and political issues between 1875 and 1920. These issues included the establishment of settlement houses, working conditions for women, social insurance, and women's suffrage. The issues of votes for women eventually eclipsed the others as a symbol of women's liberation.

Concern and Action

Wellesley students were greatly interested in unionism and other facets of women's working conditions at the turn of the century. The National Consumers League was formed in 1871 to encourage reform in working conditions by lobbying and endorsing products of manufacturers who treated their employees fairly. In 1903 a branch of this League was formed at Wellesley. In 1910, a strike by shirtwaist workers in New York was supported by more than 1,000 Wellesley students. They pledged \$1,000 to demonstrate their support of the strikers' cause.

'Send the Word Over There'

Wellesley women were concerned with the world at large, as well as conditions for women in the United States. In World War I the Wellesley Women's Land Army, though largely

a base of moral support for the male troops, was often close to the field of battle.

In an early issue, the *College News* paraphrased a speech on women's suffrage at Wellesley by pacifist Austrian Baroness von Suttner, stating, "Politics will become more peaceful, for women will never spend seventy per cent of the Federal income for past and future wars." This sentiment is still expressed today by many who favor a woman President.

More Radical Than Today

When asked to compare women's liberationists from the era exhibited to those of our own day, Beth Vodola said, "In some cases, if anything they were more radical." She explained that conditions then were much worse and it was much more difficult to get men to take women seriously. Wellesley was one of very few women's colleges in the country. In the late 1800's many still believed that women could not attend college without impairing their health.

There are many similarities and differences between the female liberationists of Wellesley's younger days and our own "women's libbers." The exhibition "Women's Liberation at Wellesley from 1875-1920" provides insights into these similarities and differences.

The following is the list of students and faculty elected to Trustee Committees for 1971-72.

Faculty re-elected to Trustee Committees on April 15, 1971

Torsten Norvig, Mathematics
Alice Robinson, History
Caroline Bell, Economics
Helen Corsa, English
Elizabeth Rock, Chemistry
Rodney Morrison, Economics

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Conference
Finance
Investment
Plans and Resources
Nominating Committee (Academic Council's single slate candidate)

Faculty elected to Trustee Committees on April 15, 1971 (new elections)

Ann Congleton, Philosophy
Edward Gulick, History
David Ferry, English

Conference Committee
Buildings and Grounds
Nominating Committee
(elected by Academic Council)

Students elected to Trustee Committees (new elections)

Andrea Gordon, '73
Molly Baskin, '72
Leigh Marriner, '72
Melissa Webster, '73
Rosalind Wood, '73

Conference
Finance
Investment
Nominating
Buildings and Grounds

Students re-elected to Trustee Committees

Barbara Turner, '72
Constance Rogerson, '72
Joan Gregory, '72
Katharine Brigham, '72

Buildings and Grounds
Conference
Nominating
Plans and Resources

ATTENTION JUNIORS! ANNUAL IIE COMPETITION FOR OVERSEAS STUDY OPENS

The official opening of the 1972-73 competition for grants for graduate study or research abroad, and for professional training in the creative and performing arts was announced today by the Institute of International Education.

Annually, IIE is responsible for the recruitment and screening of candidates for U.S. Government Full and Travel Grants authorized under the Fulbright-Hays Act. For 1972-73, Full Grants are available to 29 countries and Travel Grants are available to 12 countries. Grants offered by governments, universities and private donors of 14 countries are also administered by IIE. Grants are available to every region of the world.

These awards are designed to promote mutual understanding between the people of the U.S. and other countries through the exchange of persons, knowledge and skills. It is expected that there will be at least 600 awards available for 1972-73.

Candidates must be U.S. citizens at the time of application, have a bachelor's degree or its equivalent before the beginning date of the grant and, in most cases, be proficient in the language of the host country.

Selection is based on the academic record of the applicant, the feasibility of his proposed study plan, his language preparation and personal qualifications.

Application forms and information may be obtained from the campus Fulbright Program Adviser, Miss Elizabeth Blake, 341 Green Hall. The deadline for filing applications through the Fulbright Program Adviser, on this campus is October 1, 1971. Because of the unusually early deadline, it is very important that interested juniors see Miss Blake before leaving for the summer.

GUITAR LESSONS?

The music department is contemplating adding to its staff an instructor in guitar, and needs to have some indication of student interest. Would student guitarists who would seriously consider taking guitar lessons at Wellesley kindly report that fact to the office of the music department. (To be sure, no commitment is involved.)

ROSENCRANTZ AND GUILDENSTERN ARE DEAD

The MIT Community Players will present Tom Stoppard's new comedy "Rosencrantz and Guildenstern are Dead," at Kresge Little Theatre, MIT, on May 14, 15, 19, 20, 21, 22 at 8:30, and May 16 at 2:30. The director is James A. Cooke.

Tickets are \$2.50. For more information and reservations, call 864-6900, ext. 4720.

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Deadlock...

—continued from page 1

security personnel, dietitians, heads of houses, and all supervisory employees, office workers, teaching staff, faculty and students of Wellesley College." It was suggested to Mr. Kiebala that the College and Union might be able to come to an agreement over the "guaranteed employment" clause if the Union were given the power to extend its membership to clerical workers, thus improving its financial situation. He responded that such an extension would "not be in the best interests of the College."

The second major area of disagreement between the College and the Union concerns grievance procedures and arbitration. Presently, a union employee can bring a minor individual grievance to arbitration if the College and Union cannot come to an agreement over how the problem should be settled. When a grievance is brought to arbitration, its solution is decided by an outside party whose decision is binding on both Union and College.

Arbitration Problems

The College wishes to limit the ability of the Union to send such grievances to arbitration — according to Mr. Kiebala, such grievances should be strictly limited to the context of the contract. Therefore, if a Union employee has a complaint concerning housing provided by the College, a complaint not covered by any clause in the

contract, he would be unable to take it to arbitration.

If the College and Union could not come to an agreement over the way in which the complaint could be dealt with, the employee would have to wait until the entire contract was re-negotiated. This waiting period could possibly be two to three years depending on when the contract was to come up for re-negotiation.

Mr. Kiebala claims that such a provision would actually be protecting the rights of the Union — in his opinion, an employee could presently force the Union to take a grievance to arbitration regardless of whether the Union felt the matter was worth the resulting legal fees. However, there is no precedence for this situation in the history of the Union, and it seems likely that a Union vote is necessary to decide on whether a grievance should be taken on to arbitration. If Union members do not feel an issue is worth paying a lawyer for, it cannot be carried further.

Work Scheduling

The third major area of disagreement concerns work scheduling. At present, both the College and Union must agree on schedules set up for Union employees. The College wishes to change the meaning of the clause so that the Union needs only to be "consulted" on work schedules — agreement is not necessary.

This leaves the power to decide

who works when in the College's hands alone. Thus, within the context of the College's suggested change of wording, a Union member who has been employed by Wellesley College for a number of years can be fired if he is unable to accept a time shift for some reason, possibly a conflicting time schedule for a job with another employer. He would have no protection from the Union.

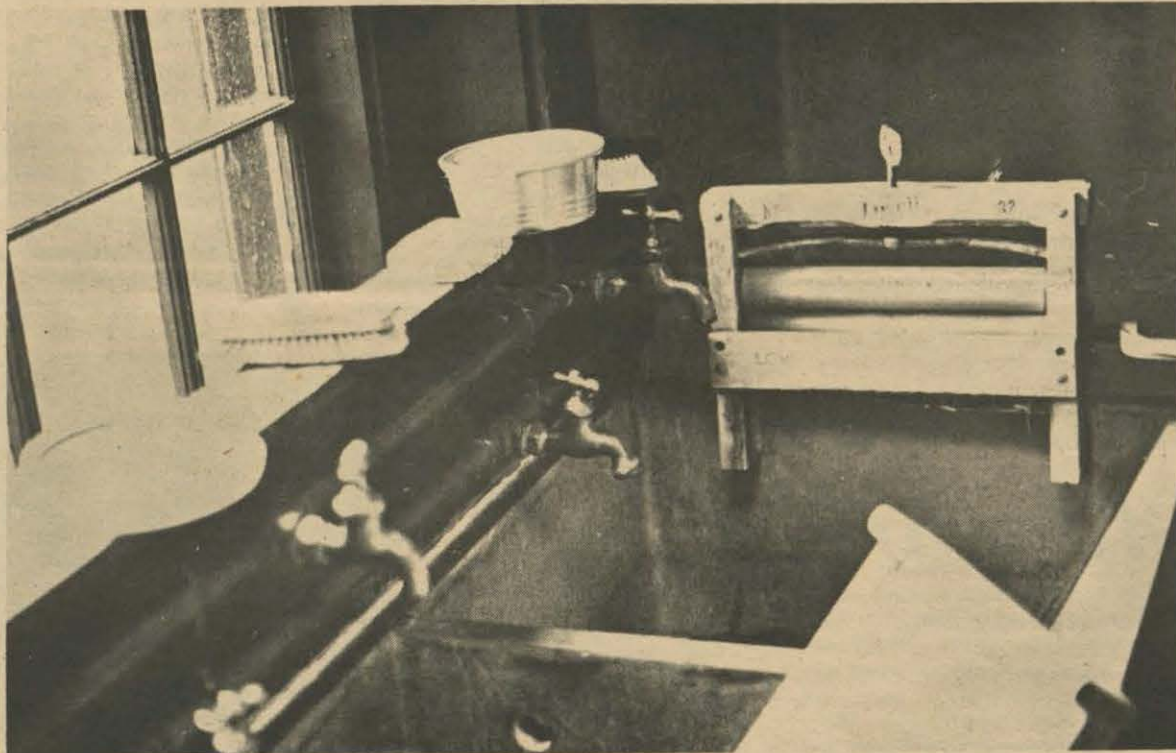
Single Agreement

The only area in which the College and the Union have been able to come to an agreement is the "economic package" which is negotiated separately from the contract and was formally agreed to last summer. It provides for wage increases, which are already in effect, a new group life insurance plan, and an improved non-contributory pension plan to go into effect by July 1, 1972. However, the details on both the life insurance and the pension plans have yet to be worked out.

Because a deadlock has been reached in the negotiations according to Mr. Kiebala, the College is presently planning to bring the case into arbitration within the next month. This outside arbitrator will make a decision on all the issues which could not be settled through the bargaining sessions of the past year. A "no-strike" clause in the contract has thus far prevented the union from striking.



photos by Earl Bennett



Disrepair...

—continued from page 1

can combat the effects of the elimination of the "guaranteed employment" clause is to extend their membership to other types of employees on campus. Another clause in the contract, however, bans the unionization of "policemen, gone, or effectively minimized. But this is for the most part the only section of the workers quarters that has been renovated; the third floor is again grey and peeling; several people mentioned very bad acoustics ("I can hear the person in the next room snore at night.") and there is no sitting room or common room at all.

Old Barn Reused

Dower House, across from the College Club, presented similar conditions. An old renovated barn, the residence now has very low ceilings which are floor slats, not solid roofs. One man showed how he had to keep everything in his closet covered because the dust in the attics sifts through the less than snug boards.

The boards also allow for the relatively free passage of other can not be totally placed upon the

aggravations; rain (several people complained of leaking roofs), sound (again the snoring complaint, and also a complaint about music: a 25 year old lives next to two 60 year olds and the generation gap is manifest in the latter's reaction to the former's stereo music — the sound could be distinctly heard in the attic, two stories above, and the music was not being played loud.) and a mysterious affluvia emanating from the basement which, on closer inspection, turned out to be the fault of the floor. As previously mentioned, Dower was once a barn: the basement still retains the original dirt floor and concomitant smell of stale horse manure, which permeates the first floor of the employees' residence.

Can Be Remedied

None of these problems are apocalyptic, surely; but they certainly merit some attention. The shame lies not so much in that the existing conditions are as they are as that they could be so easily remedied, and so little seems to be getting done. The dearth of action

present college business administration, since they have been in office only since last spring. But some action can and should commence.

An estimated \$300,000 would be needed to repair the interiors of the buildings — a large sum, but when one considers that the interior of Schneider ran over a million dollars, and that the renovation of Bates, Freeman and McAfee was somewhere in the area of 1/2 million dollars, it would seem that Wellesley could raise the funds for employee housing.

The new dorms were liveable before repair; Schneider is basically a college center, a substitute for The Well and a bus stop. Some attempt, some real attempt, should and can be made to find money to make the buildings where people live, people who are members of the college community often for a longer time than students or some faculty, less dreary, less dark and less drab — in short, more liveable. Non ministrare ministrare.



Kott and Brook Provide Material For Simon's Wit

By Amy Daunis '74

"Beauty O'ersnowed and Bareness Everywhere: The Shakespeare of Jan Kott and Peter Brook", provided an amusing evening of light entertainment last Thursday. Mr. Simon, a noted theater and film critic for *New York Magazine* and *The Hudson Review* gave his impressions of the work and characters of the two masterminds of the Royal Shakespeare Company's recent production of *A Midsummer Night's Dream*.

Mr. Simon's lecture took the form of remarks on the text of an article he had previously written for *New York Magazine*. Mr. Simon set the tone of his talk by referring to a time when he had refused the offer of water when reviewing a film by Godard, because, he said, "When I am attacking my enemies I salivate." Mr. Simon was able to retain this mood of hilarity for the duration of his speech.

"Masterpiece-baiting" In terms of quality of dramatic work, this critic felt that Shakespeare's plays could be most closely equated to the word

"masterpiece". He contends that many contemporary productions consist of "masterpiece-baiting". People seem to think that period plays must be made "relevant", and therefore introduce radical interpretations.

The importance of a production is, however, to maintain the living organism of a play, not to revamp it beyond recognition. The proof of true artistry is proved when an old play is produced so as to seem simultaneously the same and different, he added.

Circus and Music Halls There are legitimate options in *Dream*, which Mr. Simon felt David Merrick handled expertly in his recent production. Peter Brook, he continued, evidently thought these same options were insufficient. In commenting on the costumes, which were under the direction of Sally Jacobs, Mr. Simon observed that they were of "school production economy".

Brook's *Dream* combined the atmospheres of circus and music halls which served, Mr. Simon claimed, to only detract from the

meaning of the play. He found the disc-throwing of Puck and company charming, but not enlightening.

Potent Fantasies

He accused Jan Kott of introducing absurd sexual fantasies which are in no way suggested in Shakespeare. Kott, for instance, Simon told his audience, holds the theory that Shakespeare chose to portray Bottom as half donkey because these animals traditionally have the strongest sexual potency.

Mr. Simon referred to Mr. Kott's political waywardness, expecting us, so it seemed, to form our judgment of Kott's man's critical powers from this criteria. He also claimed that Kott had never read Shakespeare except in Polish, which, he said, might account for the fact that in his next production of *Hamlet*, Kott has said that he would like to portray Old Hamlet's Ghost as a mole, because once in the text this character is referred to as such.

Forests and Trees

Brook, explained Mr. Simon, systematically de-dramatizes the play. In one scene, *Hermia* is portrayed as a puppet with "demented

literalness". On the other hand, wire coils take the place of trees, which cause different reactions among the audience. Some think, "how clever of Peter Brook to think of that" and thereby miss the action of the play in their admiration, others don't know what they are seeing, and then there are some who are so programmed to our scientific age that they openly accept the coils as trees. These people, he added, are lost to the human race anyway.

Mr. Simon saw nothing wrong in modernizing Shakespeare into 1971 terms, but only as long as it were advertised as such, as, for instance, Brook's version of William Shakespeare. The trouble with modern-day directors is that they want to be an auteur. If you are working in a tradition, Mr. Simon noted, you must impose your visions less.

Spoon-fed

If the director makes all the innuendoes of the text starkly apparent for you, the result is that you, the audience, are not allowed to discover anything, he said. The playwright's insights ought to be

relayed, but not by force-feeding. The Brechtian influence on Brook was manifest in the production, Mr. Simon claimed, because the fairies were represented as workmen. However, Simon asked, why didn't Brook make a splash about this influence, and exaggerate the bleakness?

Metamorphoses

The result of all these maneuverings, Mr. Simon concluded, was that the play in the first half degenerated from a comedy to a farce, ending only as a somber and depressing scene of disillusionment. "An airy performance" becomes a "dark comedy", "love turns to lust", dream turns into nightmare, and "there remains only Peter Brooks as supreme magician."

Mr. Simon conveyed many sound remarks during the course of his talk. However, he left his audience wondering whether his principal object had been to ridicule or instruct. If the second instance was the true object, there may be a question about the responsibility in Mr. Simon's approach.

'Curse You, Jack Dalton' Entertains Audience

By Avi Diamond '74

The short evening of nineteenth century entertainment, presented by the Experimental Theatre in Jewett Auditorium on April 31 and May 1, resurrected some sentimental and often very funny old favorites from the days of theatre past. The performers of *Curse You, Jack Dalton* and its accompanying monologues and songs, directed by Mary Guaraldi, cast a musty mellow spell that was enhanced rather than broken by the good-natured mocking humor.

A polyphony of oldies but goodies preceded the play, performed by a

harmonious foursome, together with two monologues beautifully given by Laura Ingersoll and Catherine Montagano. "Only a shoppirl..." warmed the cockles of at least one heart which had been frozen in the tuneful confusion of James McKenzie's queenly "There Are Fairies In The Bottom Of My Garden." Attired in a Wellesley emblazoned uniform, Charles Glover almost dealt the final blow to aching sides with his rendition of "Casey at the Bat," complete with Irish brogue and skillful mugging. The entertainments provided an appropriate backdrop for the melodrama, *Curse You, Jack Dalton*.

Although the play crawled along at first, the pace picked up considerably by the end of the show.

Matchmaking Mother

When last seen, our story was taking place in the home of Mrs. Donna Dalton, an overbearing dowager played to the hilt by Karen Dubinsky. The overstuffed mother has been trying to crossmatch nearly non-existent fortunes by arranging a marriage between our hero (James McKenzie) and that insidious schemer, Anna Alvarado (Marsha Makibbin). Jack is really in love with the beautiful maid Bertha (Lynn Polan), who accidentally discovers that Egbert Van Horn (Charles Rubin), the approved suitor of Jack's own plain sister Eloise (Reena Raggi), is none other than Hector Harcourt, the same dastardly villain who had, years before, swindled a fortune from Bertha's dear brother Richard (Herbert Golder).

An ends-of-the-earth search for Harcourt led Richard to the town, where he has secured a position as Jackson, Anna Alvarado's butler. The brother and sister are reunited at long last when Richard is ordered to get rid of poor Bertha, and they are discovered embracing by Mrs. Dalton. Bertha pleads her case eloquently, but to no avail, until Jack, hero that he is, declares himself to be Bertha's husband. Yes, friends, they were married yesterday in "The Little Church Around The Corner."

Jig is Up

Just then Richard brings in the treacherous Van Horn, who was about to elope with poor, homely Eloise in order to secure the Dalton fortune. The jig is up. Both Anna Alvarado and Hector Harcourt will be punished for their nefarious no-no's, and the serpent will never again rear its ugly head over the house of Dalton.

Individual performances were, for the most part, quite good, although there was a lack of cohesiveness which detracted from the play as a whole. An especially fine performance was given by James McKenzie, whose non-descript grey suit and adept turn of vocal chords helped make him believable as the onion-eating weakling son of domineering Mrs. Dalton. Karen Dubinsky looked the part of the tightly corseted mother in her lilac dress and pearls, and she built upon this with a good accent, well-timed mugging, and a good sense of understatement.

Mother's Example Reena Raggi as Eloise didn't

follow her mother's example, but her exaggerated portrayal of the cross-eyed, pigeon-toed squeaker was also amusing. Marsha Makibbin's control of the unprincipled Anna Alvarado's body helped compensate for her sometimes monotonous voice. Charles Rubin, as Egbert Van Horn, on the other hand, seemed to have the opposite problem. His body, which was beautifully decked out like a splendid penguin, occasionally became annoying because of his almost constantly bent knees, whereas his face and voice registered

the perfidious Hector Harcourt's true character.

Bertna, the "fair gem in a shoddy setting," proved comic as the typically starry-eyed heroine, and helped support much of the play's humor. Last, but definitely not least, is Herbert Golder, whose expressive face, flamboyant gestures, and vitality gave the small role of Richard Blair a memorable character.

On the whole the play provided much entertainment and an optimistic note on which to end this year's theatrical activities.

'Marigolds' Blooms In Harvard Square

By Dena Kleiman '73

(Ed. note: Since this review was written *Marigolds* has won the Pulitzer prize.)

The effect of Paul Zindel's gamma rays on theatre-going earthlings is one of confusion. The metaphysical mystery encasing the play is never quite resolved; and as one leaves the Hasty Pudding Club, one cannot help but feel a little cheated: something very exciting was being said, but one is not sure exactly what it was.

The discussion as "strange, interesting, and different." This wouldn't be quite so bad if there were compensatory factors such as fine direction and superb acting. But on these accounts too, the play is rather non-descript.

Zapped Out The Effect of Gamma Rays on Man-in-the Moon *Marigolds* opened last week at The Hasty Pudding Club in Cambridge. It has been reproduced here while the "smash run hit" continues on the off-Broadway stage in New York. It is presented by the New Theatre, Inc. and is directed and costumed by the same people who produced the New York production.

Eileen Heckart, who plays a frustrated mother of two, stars in this production. She commands her role with certainty and ease although several times her lines were stuttered. Miss Heckart, in her regal professionalism, is incongruous next

to Kendall March as Ruth, her older daughter. Miss March flits around the stage while overdramatically conveying Ruth's neuroses and anxieties. Her acting reminds one of the monotonous exaggerations that high school productions fall prey to. She really doesn't deserve to interplay with Miss Heckart.

Marcia Jean Kurtz, who plays the younger daughter, Tillie, is a joy to watch. She performs her role with sensitivity and ease. Her facial expression, tone of voice and hand movements combine to present a believable ambivalence between her ambitions in the outside world and a stifling homelife in which she is hopelessly involved.

The World Turns

Melvin Bernhardt's direction was as soap-operaesque as the music by James Reichart. Mr. Bernhardt's use of fade out techniques is all too frequent and too blatant. The accompanying sound effects make one wait for an intermission call of "Be sure to tune in next week for another exciting chapter."

In one scene, for example, Ruth wakes up while having a nightmare. Coincidentally, as she and her mother walk down the stairs onto the stage, a thunder storm begins which turns off all the lights in their house (the stage). For a dramatic effect, Ruth finds a flashlight and spotlights hers and her mother's faces throughout the scene. There are far better techniques that can be used to focus in on the minds of two characters. Subtlety, in *Marigolds*, was not a consideration.



photo by Sally Steinhart '72
'Course You, Jack Dalton!', an 1890's melodrama was presented in Jewett Auditorium last weekend.

Sophs Rock and Roll, Celebrate Mayday Rites With Dads

By Susie Sophomore '73

"You have a call on the house phone!" ... My father arrived Thursday afternoon for his weekend stay at the College Club and would I meet him for dinner? And pass up dorm food? — of course! — That May-December couple at the next table looked suspiciously like a sophomore and her father... Back in the dorm later: "I had Veal Cordon Bleu for dinner. How about you?"

A once-in-a-lifetime experience: 8:40 Friday morning class with my father in attendance... My luck, he happened to have read the assignment for it years ago — I'd better know it at least as well as he does! ... The professor didn't even call on me in my 10 o'clock class. After-class suggestion: "Maybe I should have asked the parents for their opinions!"

Tower Court Fraternity

Discussing child-rearing practices with Dad and the head of house after lunch, listening to them compare notes on their offspring, both college sophomores... Mrs. G. initiated my father into Tower Court Fraternity, distinguishable by his special green flowered tie, twice as wide as he would have chosen for himself and a perfect match for his least conservative plaid sports jacket... Just then another father brought word that the father-daughter softball game had been cancelled on account of mud. Dad, with vivid memories of the Boston Braves, seemed a bit disappointed.

Afternoon tea with Miss Adams brought back memories of the reception at the beginning of freshman year with the PRESIDENT OF THE COLLEGE... No need for introductions this time around since she spotted my father's name tag as we approached the receiving line. "What horrible taste in ties," she must have been thinking — or did she know?

"Spell It and Yell It"

Following that stirring melodrama

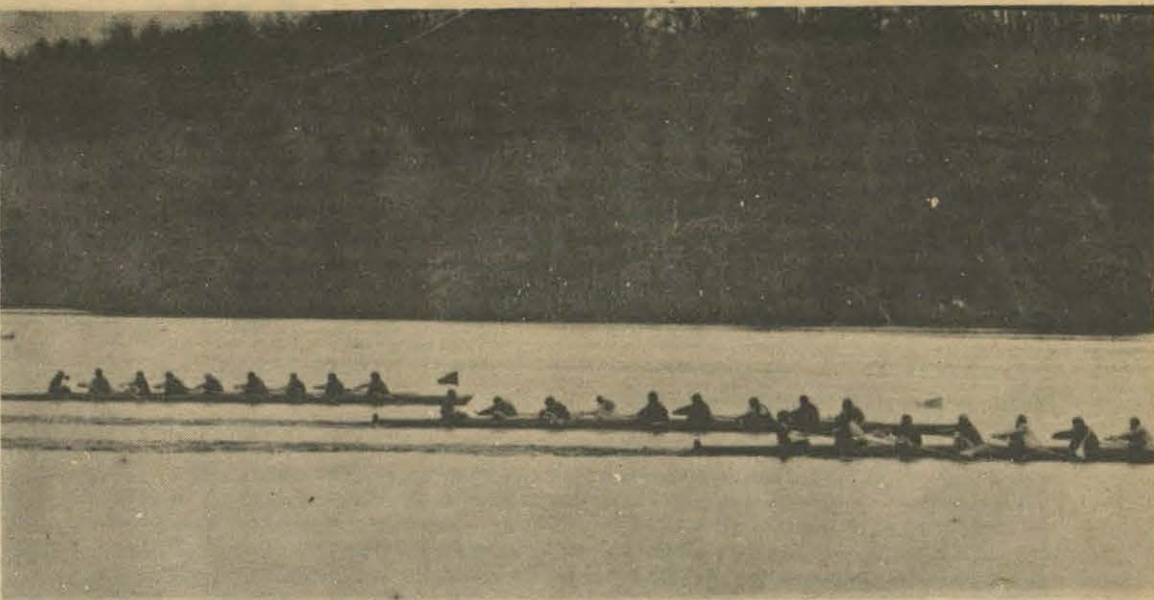
"Curse You, Jack Dalton" and wrapping up the evening in style, "Your Father's Mustache" generated lots of foot-stomping, hand-clapping audience participation. (What's this about a generation gap?) Dad had heard a "Mustache" group once before — and he wasn't served root beer then... Spelling out "M-O-T-H-E-R" threw a few limbs — young as well as old — out of joint, especially with that tricky little "e." When the saints came marching in — and out and all around multi-leveled Schneider — we nearly brought the house down as a grand finale!

Saturday dawned clear and bright — perfect weather for hoop-rolling as we bleary-eyed spectators gathered, still suffering from a root beer hangover. Dodging runaway hoops with seniors in hot pursuit, we raced along the sidelines to get a better view of the finish... And the winner is: Andra Anderson! (Hey, she's put Tower Court on the map!) We gleefully watched as the imposter, a student at MIT grad school (What ever happened to Harvard?), received his due punishment. (Who said tradition was dead at Wellesley?)

"'73 Has Planted A Tree!"

Next on the agenda: a reminder that "There will be a required class meeting in the Chapel..." With Mrs. Marsh presiding, orders had gone out for a speech longer than the one that had sent us off to Miss Adam's tea a half hour early freshman year. But the eagerness to see our new class tree cut the speech short as we marched out to the lake shore with the class dean leading the way... Rousing choruses of "'73 has planted a tree!" followed by a long pause. ("What are we doing — waiting for it to grow?") No, we were waiting for coffee and doughnuts at Schneider; as usual, the Class of '73 was one step ahead of the food.

The ensuing discussion on the report of the Commission on the Future of the College offered four panelists who supported the majority opinion on coeducation, but the



Student-faculty crew races highlighted Saturday's activities for Sophomores and their fathers. photo by Nancy Beren '73

father's more than made up for the lack of representation of the minority viewpoint. Miss Fleming's physical description of "working toward a sort of critical mass" in terms of the ideal number of men on campus elicited a comment from one father that male exchange students would tend to form "a big lump in the junior year." In an effort to estimate the number of men who would come to a fully coeducational Wellesley, Page Talbott pointed out that the total would depend on whether the College decides to "aggressively recruit men." (Any volunteers?) To another father's skeptical "What is basically this idealism of having men on campus?" Miss Rock replied that the issue of coeducation, though "the one where we get the most questions," was only one of several considerations of the Commission. Louisa Kasdon then expressed the feeling of being "sequestered at Wellesley" (?), at which point the possibility of separate but equal education for women arose and one father (mine) added, "Oh definitely equal — at least!" The next father to speak began faltering, "I honestly don't know how you're going to teach men and women to live together..." (Pause. Laughter.) and suggested that education could be accomplished "without having a guy with a necktie or a beard sitting next to you." On that note the discussion drew to a close, with the fathers still fiercely fighting the coeducation battle.

5 Minutes From Harvard Sq.

My father decided to drop into the feminism discussion next, while I followed Page to the session on career services opportunities at which she was to speak. Within five minutes Dad had heard enough of Women's Lib and joined me to find out what his daughter's liberal arts education at \$3,400 per annum is preparing her to do. Mrs. Bishop's explanation of the "cradle to grave" service her office gives students was sure to sound impressive. "Being five minutes from Harvard Square isn't the only way to live," Mrs. Pratt noted, counteracting part of the "Boston-San Francisco syndrome" which, according to Mrs. Bishop, afflicts many Wellesley students. Mrs. Mowry's comment that

"frequently I have wished I had a million dollars in the bottom drawer and could pass it out to students" could have come from any father pondering the huge cost of grad school for his sophomore daughter. Reassuring to students as well as fathers was Mr. Francois's poignant description of a former student asking for a recommendation — "a B student... an A+ individual." (Who ever heard of an A+ student at Wellesley College?) Page Talbott's report that "60 per cent of the present seniors want to be in Boston next year" seemed designed to cure my Boston-itis for good. And finally, Clare Mankowski attempted to explode the myth of the average Wellesley girl that "the only thing I can do is type"... And then one last chorus of the career services office them song: "If you're going to marry a young man in Schenectady, you can't be a foreign officer!"... As a closing note, Mrs. Bishop appealed to the fathers' obvious preference for single-sex schools by informing them that "our students fare much better than young women at coeducational institutions" and citing the example of the "Yale fugitives" returning to her office to find jobs.

Following luncheon with Miss Adams and entertainment by the Tupelos, the fathers called on their dates once again this time to watch the afternoon crew race... Overheard comment from one of the three sophomore shells taunting the lone faculty entry: "If you win, we still can get even with you with the course evaluations!"...And the loser

is: the faculty! And it's into the water for the cox of the winning sophomore shell as Lake Waban drenches its second victim of the day.

Gracious Living — and Dining

After Fathers' Happy Hour ("What was that you had to drink?"), the spirited sophomore dads returned in full force for dinner by candlelight in the dorms. Linen tablecloth, white rose centerpieces — "Don't you dine like this all the time?" (If only they knew... Wait-on revived for one evening, giving sophomores a chance to lord it over the freshmen for a change and remember ruefully the honor of being the last wait-on's in Wellesley history...

And then THE DANCE. Junior prom gowns came out of mothballs as sophomores squeezed into dresses of a bygone era... Dad, subjected during intermission to modern dance, his all-time non-favorite art form, actually wound up enjoying it... Back on the dance floor, we soon made the discovery that the only step we could dance together was the foxtrot, with variations which we used to fake everything from waltzes to polkas. We danced five foxtrots while the band played only one during the dance competition — and reached the quarter-finals. (Shades of seventh-grade dancing class...) And when it was all over, one sophomore remarked that spending the weekend with dear old Dad was really a pleasant change, especially because "you know he's going to call you back!"



Seniors role hoops last Saturday morning during Sophomore Father's Weekend. photo by Nancy Beren '73

BLACK CULTURAL EVENTS

Two events sponsored by Ethos, the black student association on the Wellesley College campus will take place on Fri., May 7 and Sat., May 8. Miss Lisa Foy, social-cultural chairman for Ethos, has arranged the events.

On Fri., May 7 at 8 p.m. in Alumnae Hall there will be a concert by the Webster Lewis Sound. The 10 piece group has just ended an engagement at Western Front in Cambridge. Webster Lewis Sound is known throughout New England for its excellent program of progressive jazz.

On Sat., May 8 at 8 p.m. in Alumnae Hall there will be a concert by The Lumpen, a singing group of Black Panthers from California. Preceding The Lumpen concert will be an address by

George Murray, poet and teacher from Palo Alto, California. Mr. Murray has been principal in Nairobi High School in Palo Alto, one of the new "free schools" established by the black community in that city. The 25 year old poet has just published a book of poetry "The Neckbone Ghetto." He is former national minister of education for the Black Panther party, and a Ph.D. candidate at Stanford University.

The Lumpen is a group composed of four singers plus jazz musicians. In their own words they say "We sing revolutionary words to contemporary soul music."

The public is invited free of charge on both evenings.

MIT PRESENTS ONE-ACTS BY SHAW AND BRECHT

MIT's Dramashop will present its last set of one-act plays May 7 and 8, at 8:30 p.m. in the Little Theater in Kresge Auditorium. The selected one-acts are "O'Flaherty V.C." by Bernard Shaw, and a new translation, possibly a premiere, of "The Wedding" by Berthold Brecht. Coffee hour and critique following each performance.



Andra Anderson '71, exhibits bridal bouquet after winning hoop rolling. photo by Nancy Beren '73

'To Be Black And Christian Is Hard' Says Rev. Haynes

By Jo Dondis '73

Dr. Michael E. Haynes, minister of the Twelfth Baptist Church, Roxbury, and Associate Commissioner of Paroles spoke before an informal gathering of Wellesley students last week. Mr. Haynes discussed urban religion and stressed the new role of the church in today's society.

"The church has to concern itself with what is affecting its people (housing, laws etc.). It is not enough to talk to people about Heaven and the life hereafter," stated Haynes. He then talked about this concept in terms of the black church.

Torn Asunder

Haynes pointed out the reasons for the black man's faith. When the Africans came to America, Haynes insisted, "The black man was torn asunder from his roots and the black man was torn asunder from his religion."

It took some years for blacks to be able to speak out against injustices suffered in America. The black people turned to God because of their background of suffering and deprivation. Thus they accepted the Christianity of their slave masters, he continued.

Social Music

The theme of civil rights comes out of the black church observed Haynes. "In fact the church was the place where the whole political thing

was developed." It began when people sang old church songs such as "I'll Be All Right" at civil rights rallies. In the early days such songs were sung as an "up-tempo" thing. Now, Haynes said, these songs have definite social overtones.

"The center of the black community was the church during slavery," insisted Haynes. "The black church still plays a vital role in urban areas," he continued.

Church Challenged

One such role is the economic responsibility of the church. Haynes mentioned the work of Jesse James in Chicago as a good example of what the church can do in that area. Haynes stressed the fact that here again the economic role of the church is not new.

Father Divine at the end of the Depression opened a Mission on Lennox Street in Boston. He stated this with the black church for all kinds of people. Another area which Haynes felt the church must address itself to is the drug problem. "It comes down to a challenge to the church today," He commended the Black Muslims for aiding drug addicts, "we should be doing it too."

Haynes then discussed the role of the clergy in politics. He pointed out that this role isn't anything new. There is a history of black clergymen involved in town politics, "we're

seeing a refocussing of this." Speaking of his own reasons for running for the House of Representatives, Haynes said that he relied on a solid bloc of votes from black church people and even from some whites.

Civil Rights

Haynes talked about other black organizations outside the "black church community". "The Black Muslims represent a real thrust into civil rights for black people and a beautiful religion." He labelled them as different from bourgeois and militant blacks and "an integral part of the life style of the ghetto." Furthermore, "they're a force to be reckoned with when you're talking about urban religion. Also you can't understand major cities in this country without understanding the Muslims and Panthers," Haynes stated. The problem with the Black Muslims is the discipline which an individual must conform to. Many people would like to get involved in the Muslim civil rights program but aren't prepared to pay the high moral price Haynes explained.

Haynes concluded with one observation. When asked about the pressure on blacks who want to be members of the religious community he replied, "To be black, to be a Christian, to be serious in this day and age is tough."

UFWOC Convene At Copley, Stage Fruitful Demonstration

By Paul Raeburn

About 200 people gathered at Copley Square last Saturday to lend support to a demonstration by the organizing committee of the United Farm Workers of California (UFWOC). The UFWOC is the driving force behind the nationwide lettuce boycott.

A rented truck parked on Boylston St. provided the focus for the demonstration. From a little before 2:00, when people began gathering, until about 2:15, two guitarists atop the truck filled the air with the gentle sound of *Guan-tanamera*, a song which has come to be closely identified with the fight of the Mexican-Americans.

Cases of lettuce were placed along the side of Boylston between Copley and the Common. People marching alongside were asked to load lettuce onto the truck as it started to move down Boylston toward the Common. These "workers" were given a token worth five cents at the company store for every case of lettuce they loaded.

There were four people riding on the back of the truck representing the Grower, the Welfare Department, the Labor Contractor, and the Company Store.

The five cent tokens that were distributed could only be redeemed at the Company Store. The Company Store sold kool-aid at fifteen cents per glass. A speaker on the truck declared: "There is no water — farm workers have to spend the few pennies they earn on drinks they buy from the Grower."

Dramatic Illustration

The gathering stopped on

Boylston just past Arlington St. There a series of four skits were held to dramatize the plight of the workers.

The first depicted the Labor Contractor passing out paychecks to the workers. Each worker was informed that he had earned fifty dollars; but before he was given the money, his deductions for welfare were subtracted, and money was held to pay his bill at the company store. Some of the workers were left with only a few dollars to support their families for the week, and some actually owed the contractor money.

"On Their Money"

In another scene, an unemployed worker went to the welfare office to apply for benefits. The welfare interviewer treated the farm worker with a great deal of suspicion, and accused him of having money tucked away somewhere, or of spending his paycheck for liquor.

When the farm worker left the welfare office, he was confronted by some American middle-class workers who chided him for living on welfare, or, as they put it, on their money.

About 3:00, at the conclusion of the skits, the group moved onto the Common to "plant" the lettuce they had loaded on the truck. Demonstrators were enlisted to help break the soil.

The proceedings attracted a great deal of attention from the many people shopping along Boylston St. Saturday afternoon, and the organizers of the day's activities felt that they had been successful.

May Day...

—continued from page 1

Legal Retaliation

Attempts to disperse protesters did not feature hand-to-hand combat as it might well have. Civil disturbance personnel arrived in vans, poured out carrying clubs, shoving, shouting obscenities, and herding masses of people together for arrest. Tear gas and mace were utilized at the height of Monday's confrontations. Driving cars and motorcycles through the crowds was a more frequent and milder harassing method.

To accommodate the excess of arrests, police employed JFK Stadium. Judges worked late into the night to expedite processing. A special organization of Mayday lawyers has worked throughout the past week giving free legal advice to defendants. Most persons obtained freedom for \$10 collateral. Collections for bail funds is a continuing Mayday project.

Evaluating Monday

News media reported Monday that

Rennie Davis admitted on his arrest that the attempt to "shut down the government" was a failure. The media implied that this statement meant that the Mayday protest was a failure. Participants in the evaluatory meetings such as that of Boston's women's contingent regarded Monday's results differently.

To prove military superiority of 15,000 law enforcement personnel was not a purpose of the non-violent demonstration. That several thousand people were willing to risk arrest in the course of anti-war protest enhances the seriousness of the mandate of the majority. That a greater number of citizens need to make a more substantial commitment than sympathy in order to influence administration policy significantly is virtual[ly] evident. Until these persons do respond more visibly, the concept of government resting on the consent of the governed will remain an irony.

Mainstay of our Information Retires After Thirty Years

By Dorothy E. Curran '74

A standing tradition of the college for thirty years, Barbara Maynard Twombly '28, "the lady in the information office," is retiring as the office's full-time manager. "Actually I'm just sort of changing hands with Mrs. Stoodley," Mrs. Twombly explained referring to her assistant, Helen S. (Mrs. Bartlett H.) Stoodley. Mrs. Twombly will remain on a part-time basis and therefore essentially only exchange roles with her assistant.

Thirteen years separated Mrs. Twombly's graduation from her assumption of the Info post. Her class was the first to have comprehensive major exams, which caused her to change her intended major from English to Latin. "I loved Latin in high school," she said, "but I chose it as my major because I was afraid that I couldn't pass the English exam."

Circuitous Return

Upon graduation Mrs. Twombly, finding her job opportunities to be limited, taught in Vermont for a year. "I've always felt that it's good experience to have one year of a job that you detest," she said, philosophically speaking of her "miserable" year in a small town setting in which strangers were distrusted. After two years of teaching in Southboro, she decided that she "couldn't bear" the occupation any longer, so she went to Katie Gibbs for secretarial training.

Throughout the depression Mrs. Twombly spent much of her time searching for employment. Then in 1941 the Information Bureau post opened and she was hired. Today the bureau is a subsidiary of the College Information Service headed by Mrs. Gordon, but at that time it was an independent organization.

Comprehensive Change

The function of the Information Bureau has changed in character somewhat since Mrs. Twombly first

arrived. The College's increased flexibility as a result of broadened exchange and off-campus living options has made the basic task of maintaining accurate intelligence on student whereabouts far more time-consuming than it once was. The Bureau's basic role as what Mrs. Twombly refers to as a "women's exchange" endures, however; it is a source of faculty and student addresses and schedules; the source of the College residential and telephone directories; a pickup point for College maps, catalogs, leaflets, and postcards; a clearing-house for election returns; an appointment center for prospective students interested in attending classes; an overnight lodging placement center for alumnae; and a lost and found.

Service With a Smile

Each year the bureau has a sale of unclaimed articles from the lost and found collection. "We used to tell people that we went to Bermuda on the funds we got from the sale," Mrs. Twombly chuckled, but then added: "It doesn't pay to be too facetious because people do take you seriously."

At one time the Information Bureau published the weekly bulletin, but now Mrs. Lafferty, Coordinator of Special Events does that job. "I don't know how we ever managed to get it out," marveled the knowledgeable, ever-efficient information manager. Special Events also clears campus lectures and concerts now instead of the Info Bureau.

Mrs. Twombly herself used to train campus guides before they became part of the work-scholarship program. Tourists once heard the choicest of Mrs. Twombly's anecdotes from her personal annals of the College's history. With Barbara Maynard Twombly's retirement as the hub of College Information, the opportunities to hear these anecdotes first-hand will

significantly decrease. Asking for information was never more fun.

AN INDEPENDENT SPEAKER

On Thursday evening, May 6, at 7:30, Charles McCarthy will speak in the MIT Lounge. He is running as an independent candidate for the office of US Senator from Massachusetts. If elected, Mr. McCarthy plans to vote according to the will of the majority of his constituents — and he is offering to let each individual vote on the issues before the Senate through the use of a new, computerized voting system.

Charles McCarthy is thirty years old and holds degrees in philosophy, theology and law. If you would like to hear the ideas of a man who is talking in terms of revolutionizing the "American way," you are welcomed to attend his speech, sponsored by the Wellesley-MIT Young Democrats Society.

MUSIC STUDENTS TO PERFORM

Three senior music students will present recitals next week as a culmination of Music 344 — Performing Music for credit. The first, Mon., May 10, 7:30 p.m., is a piano recital, performed by Cathy White. The program includes Bach's Second Partita (C minor), Beethoven's Sonata, Op. 109 (E Major), and several short pieces of Debussy and Tchaikovsky. The second concert, Tues., May 11, 7:30 p.m., is a joint recital by Mary Lou Casey, flute, and Sharol Rhodes, piano. The program will alternate between the two performers; it includes, for flute, Bach's Sonata in B minor, "A Night Piece" by A. Foote, and Davidovsky's Synchronisms No. 1 (for flute and tape recorder); for piano, Mendelssohn's Variations Serieuses, Prokofiev's Sonata No. 3 (A minor), and pieces of Schumann and Brahms. Both recitals will be held in Jewett Auditorium and are open to the public, free of charge.

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Have Comic Heroes Died? Not So, Contends Stan Lee

By Bailey Van Hook '74

"Thank you, culture lovers." The creator of such superheroes as Spider Man and the Fantastic Four attracted a crowd of comic connoisseurs last Friday in Cambridge. Stan Lee, editor of Marvel Comics, admitted to those culture lovers that comics are not "earth-shaking" but recounted the changes that took place to make them more popular.

Lee mimicked the script of ten years ago with such lines as "Oh a monster! I better get him before he destroys the world." He claims that the Fantastic Four and Spider Man "started the trend" toward realism by giving their characters more natural lines and by not making them always victorious. The Fantastic Four also proved that comic lovers want their superheroes to wear costumes for outraged mail followed their first arrival without costumes. Lee calls us a "nation of costume lovers."

Uplifting the Young

Marvel Comics was then called satirical by some when their realistic stage began, Stan Lee remarked that he wasn't trying but that "life is so insane and so crazy that if you try to do anything real, it is satirical." His next stage was to be a model; "I began trying to be beneficial; a crusader to uplift the young."

One of Marvel's most serious problems is making comics "palatable for everyone." Comic books that try aiming solely at the young with lots of action or at the older readers with less action and

more subtlety have failed to sell successfully. Stan Lee hopes that they will eventually be divided into these categories but doesn't see it as practical now. Marvel also hopes to break out of the strict traditional format and write bigger comic books, along with some black and white and some primarily for adults.

Lost Heroes

Almost all the questions addressed to Lee were about favorites who had disappeared. The Silver Surfer, Doctor Strange and X-Man all had to be dropped because of lost sales. The books' appeal was noted as being diminished by the advertisements about Christmas cards, garden seeds, and body building. Lee put the blame in the advertising department saying, "There is nothing I can do about it. I would not accept them. I could get ads for...real things."

Comics other than Marvel have their scripts written up and then given to the artist. But Marvel claims their method more efficient and easier for the writer. The writer gives a synopsis of the plot to the artist, who then draws all the scenes and gives them back to the writer to have the dialogue worked out. Sometimes the artists have problems remembering such fine details as how many fingers a particular character has, but Lee says that "no problem is too great for Marvel to solve."

Stan Lee calls himself a "philosophical prostitute" attacking some issue one month and then

reversing his position in another story the next month. He believes that his comics are becoming more respectable and also more popular since the advent of the underground comics. Though he was very positive about his profession he commented that it isn't too "all that great a career if you are a good writer."

RECENT ACCESSIONS ON DISPLAY

Kenneth Noland, Jules Olitski, and Jack Bush are among the contemporary American artists whose works are currently on view in the Wellesley College Museum. Their paintings are part of the exhibit of recent accessions to the Wellesley College Collection and may be seen through June 10.

A wide range of art from classical to modern is included in the exhibit. Early Greek vases, a Roman bust, 19th century Japanese woodcuts and African art are displayed along with the sculpture of August Rodin and etchings by Edvard Munch and Eugene Delacroix. The exhibit consists of more than 60 works in a variety of media, including photographs, watercolors, acrylics, and porcelain plates.

A selection of contemporary prints is also on view and features recently acquired lithographs by Ellsworth Kelly, Robert Motherwell, and Adolph Gottlieb.

All the accessions were added to the College Collection during the past two years. They include a number of special gifts from the artists, alumnae and their families, friends of the College, and the Wellesley College Friends of Art.



photo by Avi Diamond '74

"I expected something good in the academic sense, but I was hardly prepared to see a real production." Such was one person's reaction to the French Center's production of "La Farce de Maître Pathelin," held Wed., April 21 in Shakespeare. Direction by Abbe Crane, the cast included Stephanie Bruno, Susie Cox, Jackie Menn, Carol Rudolph, Maggie Michael, Amy Daunis, Paula Gamache. The one night performance received an enthusiastic response from all who attended.

ENGLISH DEPARTMENT PRIZES ACADEMY OF AMERICAN POETS PRIZE

Every year the English department at Wellesley has the honor of administering the award of an Academy of American Poets Prize for undergraduate verse. This prize is given by certain colleges and universities in this country whose creative writing programs are known to be strong. This year's winner of the prize is Paula Tatarunis, Class of 1973 for "Six Poems."

Honorable Mention goes to Kathleen Cushman Miller, Class of 1971, for her poem, "Towards Becoming a Woman."

THE AGNES F. PERKINS PRIZE

The Agnes F. Perkins Prize for creative or critical prose is awarded this year by the department of English to M. Colette Hughes, Class of 1972, for her untitled story.

THE JACQUELINE AWARD

First Prize, Pamela Westcott Whittemore, Class of 1971, for "Sheeps and Rocks;" Second Prize, Rosemary Mans, Class of 1971, for "Mrs. Williamson's Boarding House."

THE WAINWRIGHT SONNET PRIZE

Andrea Gordon, Class of 1973, for "Robert Lowell."

THE WING LYRIC AWARD
Abby Herring, Class of 1973, for "Jain."

EB-WELL

Notes

APAC ELECTIONS: The East Boston APAC needs volunteers on Tuesday, May 11 to officiate at the APAC elections. Precinct officials could meet one time at Wellesley for instruction as to the proper running of the polls, and would operate a precinct for at least a 4 hour period from 8:00 a.m. to 8:00 p.m. on May 11.

All volunteers should call and leave their names with Tim Petumenos—

567-8857.

CELEBRATION PARTY: There will be a year-end party at the EB-WELL Center on Sunday, May 16 at 6 p.m. All participants will receive information shortly. The party will celebrate the conclusion of the first year of the program and many of the East Boston residents and organization members the students have been working with will be present.

EVALUATION FORMS: Students are also reminded to return their evaluation forms to Mr. London.

friends of animals, inc.

11 west 60 street new york, n.y. 10023

For release during

BE KIND TO ANIMALS WEEK—May 2-8

For further information call (212) 247-8121



BE KIND TO ANIMALS week; officially designated as May 2-8 has stimulated a new labor movement — "The Union of Working Cats."

The "Union," formed by Friends of Animals, will press merchants to "stop operating as kitten factories," according to Alice Herrington, president of the humane group with headquarters in New York City at 11 West 60 Street.

Stores, institutions and individual pet-owners who send proof that their cat was spayed or altered will be awarded an emblem to affix to a window. The slogan reads:

*"In return for Service, Companionship and Trust
We give Love, Care and Protection."*

The cat in the photo, above, is portrayed on the emblem.

GRADUATING MEN AND WOMEN!

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Washington (WCNS)—The academic community received a severe scolding and impassioned warning last month in a thorough review of America's higher education establishment by a task force sponsored by the Department of Health, Education and Welfare and the Ford Foundation. Reflecting long-held suspicions among college students, the task force, headed by Franklin Newman, associate director of university relations at Stanford University, said the country's college "system, with its massive inertia, resists fundamental change, rarely eliminates outmoded programs, ignores the differing needs of students, seldom questions its educational goals, and almost never creates new and different types of institutions." The solution: create "new educational enterprises": change admissions policies; provide "informal colleges" off campus; and diversify faculties.

Lynchburg, Va.—"Happiness is dating a father — your own! Bad blind dates getting you down? Is 'rolling' becoming a drag? Are you tempted to join the Spinsters' Club? Don't give up—Randy-Mac (randolph-Macon) comes through again! Sally Buttner and her gang have developed a fool-proof plan to have a great time (on campus, no less!) with the best date you've had all year! How? They have planned a fabulous weekend for the chief bill-payers and bottle washers — alias the fathers. After all, who could be a better date than a "dad"? (reprinted from the Randolph-Macon Sun Dial.)

Cambridge—RESIST, a Cambridge-based antiwar group, has released a packet of eight documents stolen by the Citizens Commission to Investigate the FBI. One of the FBI memos links the Rev. Martin Luther King, Jr. with "Communist infiltration" of a women's political group. In the memo, King, the only person discussed, is identified as an anticipated speaker at a Philadelphia meeting of the Women's International League for Peace and Freedom. The memo is entitled "Communist Infiltration of the Women's International League for Peace and Freedom." Another memo concerns the impossibility of recovering information destroyed in a raid on a Lansdowne, Pa., draft board. A third memo, indicating the systematic investigation of black student groups, describes an investigation of the black student union at Pennsylvania Military College. It states the conclusion that "the group has not advocated or taken part in any disruptive action on campus... Philadelphia is suggesting that no further action be taken on this organization."

Roselawn, Ind.—Announcing summer employment possibilities (girls only) as "lifeguardesses for our huge Olympic Size Pool and Lake Venus...Chaufferesses for Dick Drost's Lincoln Continental tv-Phone-Walkie Talkie equipped limousine...waitresses for the "Adam and Eve" Restaurant...Secretaries, Receptionists and Executive Assistants for dashing, debonaire, dynamic Dick Drost!" Good salaries, free rent and expenses and full Naked City membership privileges! Also announcing the third annual "Miss Nude America Beauty Pageant" (on Saturday afternoon, August 7th at 2 p.m.). Any girl, 15 through 35 may enter this groovy true beauty contest. The organization extends an invitation for you to visit "Naked City" anytime (couples only). Visiting fees are only \$10 per couple per day. "Naked City" is America's largest nudist resort.

By Debbie Lodge '73
Oh, to be in Wellesley, now that May is here.
For whoever wakes in Wellesley sees, some morning, unaware,
'Bout thirty seniors running, rolling, pushing hoops with guarded care.

(With all due and undue apologies to Robert Browning and his home thoughts.)

See Mary. See Mary run. Run, Mary, run. Mary is holding something in her hand. It is a wooden circle. Mary is pushing the circle. Push, Mary, push. See the wooden circle roll. Roll, circle, roll.

See the funny girl. She is really a man. He has a circle too. Roll, funny man, roll. Mary and her friends have stopped. The funny man has stopped. Now they are rolling the funny man. They go towards the lake. Now the man is all wet. Funny man! Don't forget to wash behind your ears.

POLL RESULTS

In response to the poll circulated by student Commission members Louisa Kasdon '72, Joan Lister '71, and Page Talbott '72, 425 students voted to urge the trustees to acquire capacity to grant degrees to men; 367 opposed; 15 abstained. This represents a total return of approximately 45%.

The NEWS poll received even less numerous response, estimated at a return of about 16%. Therefore, the results of this poll (which opposed coeducation) are considered invalid.

Wellesley Hosts Hoop Event In Traditional Mayday Spirit

The sporting event of the season took place last Sat., May 1, on the Wellesley campus in Wellesley, comments.

hundred milled under steel skies to witness the annual senior hoop rolling. Excitement ran high, and the odds were reported as running three to one in favor of the senior in yellow Capezios.

The girls jockeyed about the starting line, hoops in hand, in expectation of the starting signal. There were several false starts. The whistle blew and they were off, pushing their hoops toward unknown banded destinies.

It was a photo-finish as the girls, and one male impostor, converged on the immediate finish line. The winner, Susie Stave '71, was speechless after her sprint, and blushed appropriately when awarded her prize, a bouquet of white

CAMPUS EXCHANGE

The grass on the other side of the hill doth appear resplendent in spring greenery. I.e., many students will be taking advantage of the chance to spend a semester or year at another institution via the Twelve College Exchange during '71-'72. In toto, 93 Wellesley students will be participants on the Twelve College Exchange: 35 to Dartmouth, 21 to Wesleyan, 19 to Williams, 13 to Trinity, and 5 to Bowdoin. Two-thirds will be away the full year; the rest for either first or second semester. Most are from the Class of '73. Two are freshman and nine are seniors. 87 men are expected to attend Wellesley on the Twelve College Exchange. 25 resident MIT students will add to the number of men on campus.

WELLESLEY NIGHT AT THE POPS

On Sat., May 8, Wellesley College is sponsoring a night at the Boston Pops, in benefit of Student's Aid Society and the Building Committee. The concert will include, among the usual Pops fare, Bach's Brandenburg Concerto No. 5, which will feature three Wellesley faculty members as solos in flute, violin and harpsichord. The conductor will be Mr. Harry Ellis Dickson.

The evening has been organized by Mrs. Robert Schuman, '43 and Mrs. Robert McMullin, '47. Those in charge of sponsorship and publicity are Mrs. Diane Hood, '57, David Cohn, '55, Mrs. Richard Wilson, '52, Mrs. Charles Weil, '56. Eleanor Preble will play the flute solo. She was graduated from the New England Conservatory in 196, and has played in every important symphony in the Boston area. She not only teaches at Wellesley, but also at the New England Conservatory and the Longines School of Music.

Mr. Ayrton Pinto studied music in a conservatory in Brazil, where he was born. In 1957, he received his degree from the New England Conservatory. He is a member of the Boston Symphony Orchestra, and has been teaching violin at Wellesley since 1966. He will play the violin solo at the Pops Concert.

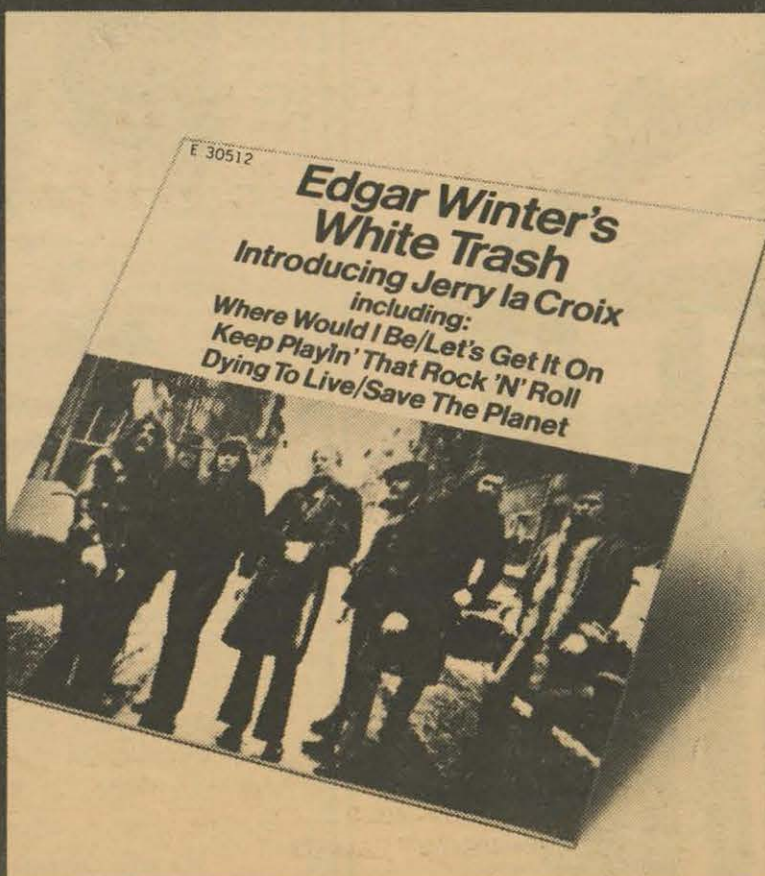
Lola Odiaga was born in Peru. She has degrees in music from both Juilliard School of Music and Yale University, where her husband now teaches. She has taught the harpsichord at Wellesley for the past three years. She will play the solo for harpsichord.

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Florida Foundation Names Schneider Recipient of Grant

Wellesley has received a grant of \$100,000 from The Arthur Vining Davis Foundations of Miami, Florida, it was announced today by Ruth M. Adams, president of the College. The grant will be applied to Wellesley's recently completed Schneider College Center, in honor of the late Florence Wadleigh Davis, a member of the Class of 1894. Miss Davis was the only sister of the late Arthur Vining Davis, former board chairman of the Aluminum Company of America (ALCOA) and benefactor of the Foundations which have given broad support to higher education, elementary and secondary schools, hospitals, and churches.

In announcing the Foundations gift, Miss Adams said: "This generous contribution towards Wellesley's all-College center comes at a time in the history of institutions of higher learning when it is extremely important for students, faculty, administrators, and staff members to have a place which fosters a real sense of 'community.' Now in the College Center, this will be possible."

Miss Davis lived most of her life in West Roxbury, Massachusetts where her father was minister of the West

Roxbury Congregational Church. After college, Miss Davis devoted her time to the Church, and to hospital and social service interests. For many years she was president of the Aid Association of Faulkner Hospital in Boston.

She once listed as the most important aspects of her Wellesley education "the training of the mind; development of a taste for intellectual pursuits; course content; and friends made." As a member of the Wellesley College Alumnae Association, Miss Davis served as secretary, representative, and president of her class.

In 1888, six years prior to his sister's graduation from Wellesley, Arthur Vining Davis received the A.B. degree from Amherst where he was a top scholar. Directly after college, Davis entered the aluminum business in Pittsburgh, and by 1910 was president of the Aluminum Company of America, then not quite

pointed out that Wellesley was really not that unique, that if it claimed to be really concerned with educating women then it should gear its education towards women's unique a quarter century old. He served as director of the National Mellon Bank, the Aluminum Goods Manufacturing Company, Canada Life Assurance Co., the Bucyrus-Erie Corp., the American Brake Shoe Co., and the Hotel Waldorf Astoria Corp.

The industrialist was a member of Psi Upsilon, the Republican party, the Episcopal Church, and Phi Beta Kappa. He was married and from 1948 until his death at age 95 in 1962, he made his home in Miami, Florida.

Florida interests included extensive real estate holdings, many of which he acquired at the age of 89. Mr. Davis maintained offices in Florida, Pittsburgh, Washington and New York.

Faculty Refutes . . .

-continued from page 1

problems rather than being another "college which is a men's college which happens to educate women." She cited day care, professional counselling and learning to cope with the dual role of a woman as steps which Wellesley might take were it to decide to stay a single-sex institution.

Student's Response

Continuing on this topic, Sue Irving '71 explained that she indeed had had leadership training which she might not have had at a coeducational institution. However, she added, she did not have an opportunity to lead men, to be elected by men, which would have been more realistic in light of what she faces upon graduation.

Admission statistics as presented by Mrs. Mary Ames, director of admission, showed an overall increase of 25 applicants this year to Wellesley as both freshmen and transfers. However no statistics could really help anyone in for-

mulating an opinion as they are incomplete.

After many other faculty members expressed their opinions, both pro and con, the motion was brought to a vote. 67 Council members were for Mr. Cohen's motion, 27 were against, 9 abstained.

The meeting was adjourned after some discussion of Council's requesting that the Board of Trustees give to Council the reasons for any further decision reached. It was generally felt that Council would be overextending itself and that the two motions passed were enough of an indication of Academic Council's feelings that hopefully the Board would discuss with Council, of its own accord, the issues in question.

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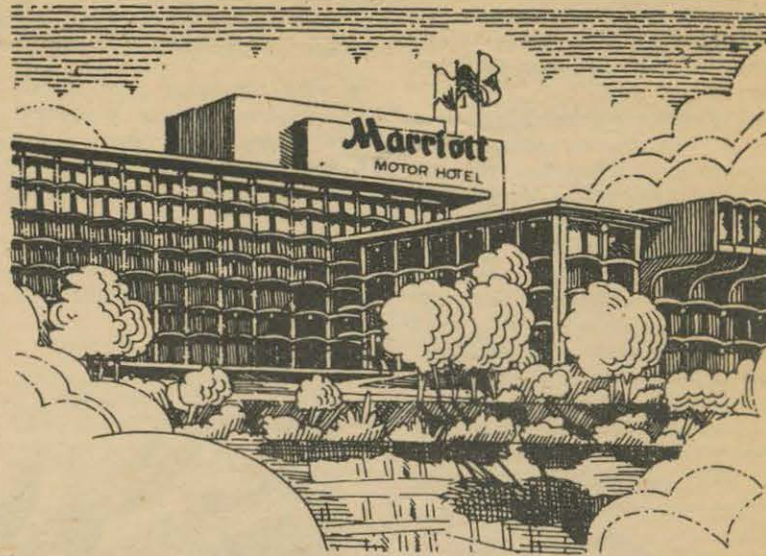
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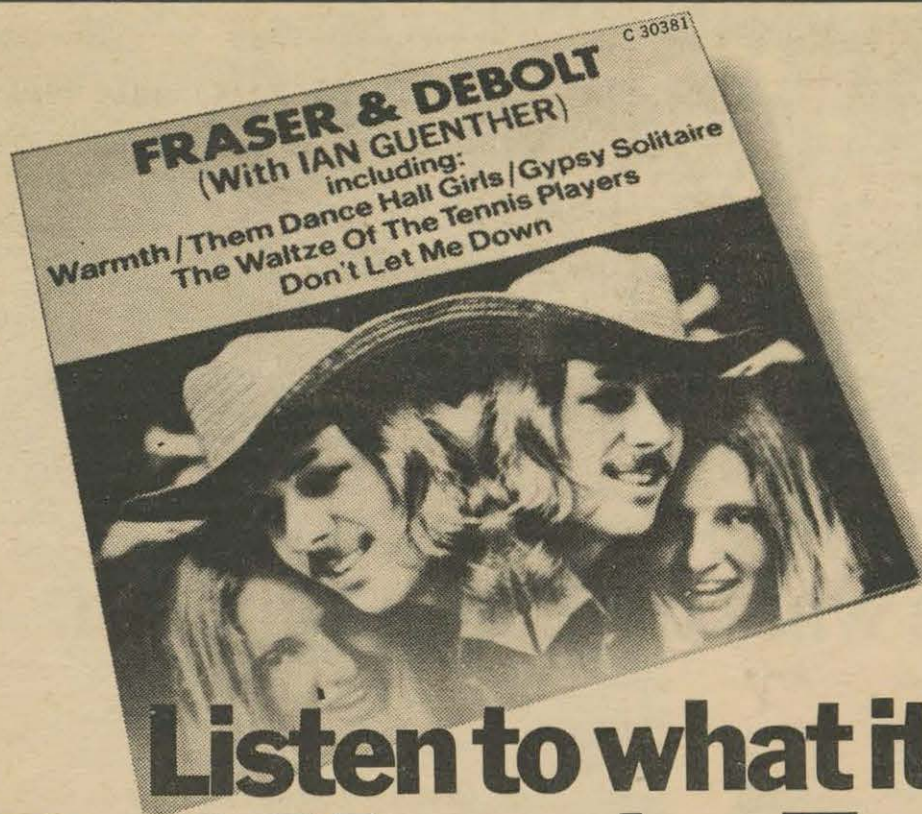
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